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POPULATION:	The enrollment for Racine Unified elementary schools for 2015-2016 was approximately 9633 students (4K-5th grade). A specific population will be determined based on baseline data collected in YR 1, however an assessment of social emotional development for 4K students in 2015-2016 reports 95% of White students meeting or exceeding expectations and 85% of Black or African American students meeting or exceeding expectations.						
Strategy	Factors	Output/Outcome Statement	Method/Measure	Current Benchmark	Target Benchmark	Timeframe	Level of Impact
<i>Efforts that move factors that achieve results at the population level</i>	<i>The forces that influence the indicator</i>	<i>Identify the intended outcome(s) that will achieve the strategy. How much, how well, what difference?</i>	<i>how you will regularly measure progress</i>	<i>The current level or state in the conditions that influence the strategies</i>	<i>The desired level or state in the conditions that influence the strategies</i>	<i>Indication of when the target benchmark will be achieved within the five year period</i>	<i>Individual, Relationship, Community/Organization, and Society</i>
Strategy #1 Increase parent/caregiver understanding of child development to support social emotional well-being of children	Parents and caregivers play a critical role in supporting children's healthy development. Providing interventions to parents and caregivers that provide education about child development and parenting skills will likely improve the behavioral health of children.	Output: 1. # of parents that access/attend educational activities related to social emotional development 2. # of parent educational activities offered	1. Count of number of parents attending/completing educational activities 2. Count of number of parent SEL educational activities offered per year	The number of educational activities offered and how many parents have attended will be determined during the first 6 months of year 1 implementation.	The target benchmark will specified during the second six months of year 1 implementation.	50% of target by end of Year 1; 100% of target by end of Year 2	Individual, Relationship, and Community/Organization
		Outcome: 75% of parents completing social emotional learning (SEL) educational activities will report an increase in their parenting knowledge, confidence, skills and behavior.	Pre-post survey assessing knowledge and efficacy of parenting of a sample of parents attending/completing SEL educational activities (The Parenting Ladder Survey)	Baseline from current parent SEL educational activities unknown - will obtain during first 6 months of year 1 implementation	75% of parents who complete SEL educational activities will report an increase in parenting knowledge, confidence, skills and behavior.	Year 1: Baseline data collection/identification and education session planning; Years 2-4: Implementation and evaluation of existing and additional SEL educational activities with sampling of participants for each activity completed quarterly; Year 5: Sustainability of effective educational activities	Individual, Relationship, and Community/Organization

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Strategy #2 Increase SEL knowledge of child-serving RUSD staff and off-site 4K childcare staff to 1) strengthen the capacity to support students' social emotional health and 2) improve school climate	High quality training programs focused on helping teachers and child care providers promote children's positive social and emotional competence are associated with children's increased social skills and a reduction in behavioral problems. School Climate	Output: 1. # of child-serving RUSD staff completing SEL training 2. # of RUSD off-site 4K childcare staff completing SEL training 3. # of RUSD schools that offer professional development on SEL 4. # of 4K off-site childcare centers that offer professional development on SEL 5. # of SEL training opportunities offered to RUSD staff 6. # of SEL training opportunities offered to off-site 4K childcare staff	1. Count of child-serving RUSD staff completing SEL training 2. Count of RUSD off-site 4K childcare staff completing SEL training 3. Count of RUSD schools that offer professional development on SEL 4. Count of 4K off-site childcare centers that offer professional development on SEL 5. Count of SEL training opportunities offered to RUSD staff 6. Count of SEL training opportunities offered to off-site 4K childcare staff	An accurate list of the number of staff trained in SEL, schools and off-site 4K centers offering SEL training, and SEL professional development opportunities will be determined during first 6 months of year 1 implementation.	The target benchmarks will be specified during the second six months of year 1 implementation.	Ongoing; Year 2-5	Organization, Community, Individual

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		<p>Outcome: 1.1) 75% of child-serving RUSD staff who complete SEL professional development trainings will report an increase in perceptions of the amount and quality of professional growth and learning opportunities related to SEL.</p> <p>1.2) 75% of RUSD off-site 4K childcare staff who complete SEL professional development trainings will report an increase in knowledge, confidence, skills and behavior about SEL.</p> <p>2.1) 75% of RUSD elementary students will report a positive change in school climate</p> <p>2.2) 75% of child-serving RUSD staff will report a positive change in school climate</p> <p>2.3) 75% of RUSD off-site 4K childcare staff will report a positive change in school climate.</p>	<p>1.1) Pre-post knowledge survey of RUSD staff who complete SEL trainings (instrument to be determined based on training curriculum OR Panorama Professional Learning about SEL Scale, p. 29))</p> <p>1.2) Pre-post knowledge survey of RUSD off-site 4K childcare staff who complete SEL trainings (instrument to be determined based on training curriculum)</p> <p>2.1) Student climate survey responses (Panorama Sense of Belonging Scale, p. 22)</p> <p>2.2) RUSD staff climate survey responses (Panorama School Climate, Scale, p. 30)</p>	<p>1.1) Baseline Professional Learning about SEL data will be collected in year 1. (Panorama).</p> <p>1.2) Baseline knowledge, confidence, skills and behavior data about SEL will be collected in year 1. (instrument TBD)</p> <p>2.1) Baseline student school climate data (Sense of Belonging) will be collected in year 1. (Panorama).</p> <p>2.2) Baseline RUSD staff school climate data will be collected in year 1. (Panorama).</p>	<p>1.1) Benchmark will be determined after analysis of baseline data.</p> <p>1.2) Benchmark will be determined after analysis of baseline data.</p> <p>2.1) Benchmark will be determined after analysis of baseline data.</p> <p>2.2) Benchmark will be determined after analysis of baseline data.</p>	<p>Baseline determination: year 1</p> <p>Ongoing analysis: year 2-5</p>	<p>Organization, Community, Individual, Relationship</p>

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			Staff reporting of referrals for individual students; Mental Health First Aid Pre-Post knowledge survey of staff who participate in SEL training	By April 2017, 236 staff in RUSD trained in Mental Health First Aid; 90% participants report a positive change in knowledge or attitude after the training. Approximately 20 RUSD elementary schools received training in Second Step (SEL curriculum). Approximately 40 RUSD Kindergarten teachers trained in Pyramid Model.		Ongoing	Community, Organization, Relationship, Individual
		Output: # of policies or requirements for staff training in SEL, mental health and child development					
		Outcome: Implementation/adoption of policy or procedural changes that require and provide mental health, child development, social emotional learning professional development for staff members	Policy changes adopted by governing body to require and provide SEL training for child-serving staff	There currently is no(?) such policy and therefore there is no benchmark.	Policy development and enactment by end of year 5.	Years 4-5	Community, Organization

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Strategy #3 Increase school-based activities that intentionally improves social emotional health and development of elementary school students in Racine Unified School District	Play allows children to use their imagination while developing many other cognitive and emotional competencies, and is related to healthy brain development. It is through play that children at a very early age engage an interact with the world around them. Providing interventions that support education for caregivers and school personnel about the benefits of play and how to engage fully with their children as well as interventions for children that develop social skills in children will contribute to improved behavioral health of children in Racine.	Output: 1. # of school-based SEL-promoting activities/programs offered at RUSD elementary schools 2. # of students with access to school-based SEL-promoting (play-based) activities/programs at RUSD elementary schools	1. Count of number of SEL-promoting activities/programs at RUSD elementary schools 2. Ratio of RUSD elementary school students to number of SEL-promoting activities/programs at each RUSD elementary school	None	SEL-promoting activities/programs offered by at least 5 RUSD elementary schools by end of year 2; SEL-promoting activities/programs offered by at least 15 (?-how many are there) RUSD elementary schools by end of year 3	Years 1-3	Organization, Individual, Relationship

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		Output: # of RUSD elementary schools that implement SEL skill-building intervention(s)	Count of RUSD elementary schools that implement Playworks or other play-based intervention	No schools currently implement Playworks and therefore there is no current benchmark		Years 2-5	Organization, Individual, Relationship
		SEL intervention outcome - need to look individual program evaluation	Pre-post student behavioral, teacher satisfaction, and school climate outcomes related to Playworks intervention	No schools currently implement Playworks and therefore there is no current benchmark		Years 2-5	Organization, Individual, Relationship
		Outcome: Policy change at RUSD requiring and funding sustainable SEL-promoting interventions/activities for elementary students at school	Policy changes adopted by governing body of RUSD to require and provide SEL-promoting interventions/activities for elementary school students at school	No such policy exists and therefore there is no current benchmark	Policy development and enactment by end of year 5	Years 4-5	Organization
Strategy #4 Improve coordination and pathways to services for RUSD students	Access to mental health services and supports and the coordination of those services and supports is critical to improving the overall behavioral health of children in Racine.	Output: 1. Evaluate the need for community mental health providers co-located in schools 2. Evaluate the effectiveness of the current pilot sites to determine level of effort at selected schools		1. 88 referrals in YR 1; 70 clients served 2. Year One Pilot Outcome Data		Year 1	Organization

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		Outcome: % of RUSD students/schools will have access to a mental health provider	1. Calculation of ratio of mental health providers to RUSD students/schools	Currently there are 3 elementary schools in RUSD with a community mental health provider on site: SC Johnson Elementary, Wadewitz Elementary, Knapp Community School		Years 2-5	Organization, Community, Relationship, Individual
		Outcome: % of teachers reporting improved school climate/satisfaction of model of care	School climate survey/satisfaction survey	Currently there is no data available on school climate. A baseline will be gathered during year 1???		Years 2-5	